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Impact of Socioeconomic Status and Parental Involvement in Students' Academic Performance of the Undergraduate Students in a Comprehensive University during the COVID-19 Pandemic

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Abstract

Academic performance has been linked to parental involvement and socioeconomic status. In today's era, education is not a privilege but rather a right for every population around the world. This study examined the relationship between socioeconomic status and parental involvement in the academic performance of undergraduate college students. This research aims to answer the central question, does Socioeconomic status and Parental Involvement affect Student Academic Achievement? The importance of addressing this question is that economic and educational institutions may use the findings of this research as a guide for future economic and educational development. Some previous research has shown that socioeconomic status had little to no effect on student academic achievement, while parental involvement affected student academic achievement. This study used stratified random sampling wherein 14 out of 17 colleges in the comprehensive university participated. This study used an online survey with questions pertaining to monthly household income, a 16-item 4-point Likert scale pertaining to parental involvement, and the latest estimated general weighted average. Results show that socioeconomic status has no significant relationship with student academic performance, while parental involvement has a significant relationship with student academic performance. Parental involvement must also be given focus on student academic performance. Which furthermore indicates that various household income would affect students' academic performance.

Keywords: Socioeconomic status, parental involvement, student academic performance, household income, college, education

1. Introduction

Education is the most important tool to make the citizens of a state be civilized, skilled and



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rational, that leads to a country's development through individual development by means of education and knowledge. According to Michubu (2013), education is a tool that allows the citizens to communicate in a professional way that contributes to the growth process of the nation. Furthermore, it is the best legacy a nation can leave to its residents, particularly for the students, because the development of a community depends on the quality of education it provides. Without an educated society, no country would excel in science, technology, and research which are the primary weapons of the nation to achieve growth and development. The entire educational process is centered on academic achievements of the students, which state their final educational output and determine their knowledge and values they obtain through education. Academic performance of students influenced by numerous factors such as socioeconomic status, parental involvement with their academic activities, and classroom environment. According to Yee et al. (2021), parental factors are one of the crucial parts in determining the student's academic achievement and their level of academic self-efficacy. It is stated in the study of Miller (2021) that through education that children develop their intelligence, competence, and leadership to be part of the world they will live in, and also determines an individual's occupation, and income status which will be the factor where they are positioned in the society.

According to Adzido and Dzugbede (2016), family income of the students could affect their learning process, motivation, and academic performance in the long run. In addition, Solanke and Narayanaswamy (2015) showed that there is a significant positive correlation between family socioeconomic status and the academic achievement of the child. In contrast, Ghaemi (2014) showed negative relationships between socio-economic status and academic achievement.

Machebe (2017) stated that parents have a huge impact on their child when it comes to academic development and achievement. Naite (2021) on the other hand mentioned that highly involved parents in their children's education had better academic performance and higher test scores in all the subjects. But according to Xu, Xu, Liu, and Deng (2020) a decreased perceived level of parental involvement and mastery goal orientation exist among Chinese high school students which affect their academic performance.

Farooq (2011) and Strand (2014) stated that the gender of students is one of the socioeconomic factors that contribute to the quality and availability of education, as well as the potential of education to improve life situations. But according to Islam (2017) gender has no significant difference between male and female students in their Academic Achievement but rather that differences are present among different Socioeconomic groups in their Academic Achievement. Ghaemi (2014) stated that inequality exists in the economy; an example is economic inequality. Economic inequality mainly occurs in a form of uneven distribution of income in the society and could also be considered as one of the major problems in multiple countries because this



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kind of inequality could lead to poverty, which is the case of the Philippines. With this in effect, poverty causes division and classes in the society. This is measured by the Socioeconomic Status by households or individuals through work experience, family wealth and access to different resources to achieve welfare.

Moreover, Sothan (2019) showed that socioeconomic status includes three factors which are family income and the level of education by the parents. These two factors affecting Socioeconomic Status would eventually influence the ability to acquire different resources, one of which is education for the children. Al-Matalka (2014) stated that due to the varying types of socioeconomic Status, parents would have varying jobs which also indicates different hours a day the parents spend with the students. Parental involvement is also considered a factor in student achievement. Parents are the primary role models and are a vital element in a student's life. The more time and care parents give their children, naturally the more successful the student. Esther (2018) pointed out that with the varying levels of socioeconomic status, the purchasing of different learning materials would be hard for some households. Furthermore, because of the different Socioeconomic status, the students would be studying in different types of schools, which could be private or public and co-educational schools or single-sex schools. The quality of education would then differ for students. Which would eventually lead to discrepancies in academic achievement depending on the Socioeconomic Status of each household. Past studies show that Socioeconomic Status and Parental Involvement may or may have no effect on students' academic achievement. Azido and Dzogbede (2016) found that family income of the students could affect their learning process and motivation which eventually affect student academic achievement. Conversely, Ghaemi (2014) showed negative relationships between socio-economic status and academic achievement. Which is caused by the different approach in education. Higher income classes tend to have less motivation in academics, while lower income classes have more motivation to study.

This study examines the relationship between the socioeconomic status of the college student and their performance and achievement in academics. Since there are several factors that influence academic achievement such as environment, cognitive and non-cognitive ability. Socio economic status exerts a great influence on academic achievement of the students because it determines the level of capability whether the students have the privilege towards education.

The study concentrated on the socioeconomic status and parental involvement and its effect on student academic achievement. It will be conducted for a maximum duration of one academic year among the college students at a comprehensive university. The study is limited to investigating the effects of socioeconomic status and parental involvement to student academic achievements through (1) household income, (2) hours a day a parent spends with the student, and (3) recent semestral average.



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The main objective of this study is to determine the relationship of Socioeconomic Status and Parental Involvement to Student Academic Achievement in the context of College Students in a Comprehensive University, this research aims to answer these following questions, (1) Does Socioeconomic Status adequately reflect Students Academic Achievement? (2) Does Parental Involvement adequately reflect Students Academic Achievement? (3) Based on the result/analysis, is there a significant relationship among the Socioeconomic Status and Parental Involvement to Student Academic Achievement?

2. Review of Related Literature

Socioeconomic Status and Academic Performance

Education is a relevant matter to individual, social, and economic development towards a nation. Liu and Luo (2019) stated that student academic achievement is an important indicator for overall academic performance and attainment. It serves as a catalyst for economic, and societal growth of a country and plays a significant role in national and social development. Nowadays, as social inequality rises, such as the large gap between the family income between the rich and the poor, students do not receive the same academic experience and maximization. Moreover, Al-Matalka (2014) stated that parental involvement is also considered as huge role in the student performance at school and to their accomplishments. Parents are one of the most important and influential elements in the lives of their children. They have the power, ability to shape, sustain and develop their children who will be interested, creative and tolerant, through their positive involvement in the learning process and educational activities. Okioga (2013) revealed that the student socioeconomic background influenced student academic performance since education plays a major role in skill sets for acquiring jobs, as well as specific qualities that stratify people with higher and lower socioeconomic status. Socio-economic status is the combination of social status and economic status of an individual or family based on income, education, profession, and material possessions. The socio-economic status of individuals, particularly the parents, affects every part of their lives such as the basic needs and especially the education of their child. Education is one of the most important weapons to reduce adversity and enhance the economy that makes people wise and rational. The whole process of this education system is to focus primarily on the academic success and achievement of the child because it is one of the best measurements of whether they can maximize the knowledge and use it in real life. Nevertheless, academic achievement is much influenced by numerous factors such as the parent's socio-economic status. Solanke and Narayanaswamy (2015) conducted the study to find out the effect of Socio-Economic Status on Academic Achievement. The result showed that there is a significant positive correlation between Family Socio-Economic Status and the academic achievement of the child. Though, several factors affect the academic achievement of the student such as the function of his/her intellect, personal characteristics, and environment. Socioeconomic status influences attitudes, interest, and motivation of students for their studies because they would be able to access easier



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information and knowledge through books, tutors, and academic gadgets. Socioeconomic status is a phrase that encompasses both social and economic factors. Hossain and Islam and Biswas (2017) stated that the position of an individual or family in relation to other families is determined by their income, educational attainment, and occupational standing. Whereas economic status is determined by the amount of money or assets they own. Farooq et al. (2011) and Strand (2014) stated that the most prevalent argument is that the socioeconomic status of learners affects the quality of their academics. As previously stated, socioeconomic factors such as family income, parents' educational level, race, and gender of students contribute to the quality and availability of education, as well as the potential of education to improve life situations. Most poor students have a hard time focusing, nurturing and digesting knowledge and information due to factors of not having advanced reading materials growing up as compared to high income households who can provide access to reading materials from e-books and reliable books. According to Potter's (2013) study, students' socioeconomic backgrounds have a significant impact on their academic results as well as the socioeconomic backgrounds of their peers with whom they are studying. Children in mixed schools with lower incomes perform better than students in high poverty schools with lower income. In addition, Kapinga (2014) stated that poverty is one factor for negative developmental and academic outcomes. Meanwhile, Pant (2020) pointed out that parental income influences the academic achievement of students. The results showed that students who come from low economic backgrounds had low academic performance compared to high economic class. The reason is that low-income families tend to be labor-oriented. Thus, it decreases their motivation to study.

The lens through which people navigate and perceive their place in the world appears to be systematically shaped by the complex combination of a family's financial resources, neighborhood surroundings, life experiences, social networks, and other components of everyday living which are associated with socioeconomic status. For example, Oyserman & Lewis (2017) showed that young individuals in higher-SES situations are more likely than those in lower-SES contexts to engage with adults whose life routes were connected with high educational attainment on a frequent basis, increasing the importance of such pathways for their own probable futures. Most of the children from higher socioeconomic status tend to obtain lessons and many life experiences based on their family perspective, and they would be able to apply it in real life as much as from their young age. A study conducted by Rodriguez-Hernandez (2020) where socioeconomic status is measured by education, occupation, income, and household resources. Results of the study suggest that a relationship between socioeconomic status and academic achievement exists, but only a weak relationship. The major factors that influence academic achievement are firsthand experiences in school, but all these are based in the higher education setting.

The study conducted by Danilowicz-Gosele (2017) showed that graduation probabilities and achieving higher grades has a stronger relationship to academic achievement as compared to family income which only played a small impact. Similarly, Browman (2017) shows that



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Socioeconomic status is not a factor in academic achievement. Conversely, students find this as a factor for them to strive for more success academically. Students see their low socioeconomic status as a motivation to even be more successful to be able to achieve more welfare in the future.

Moreover, socioeconomic status has a huge impact on the psychological well-being of students, particularly on their motivation in life. Destin, Hanselman, Buontempo, Tipton (2019) stated that higher socioeconomic status influences students' perspectives on themselves and the people around them which increases their chances of academic persistence and success. Furthermore, evidence demonstrates that psychological factors like these are important predictors of young people in academic achievement and motivation particularly in the context where socio economic resources and other support are limited. The socio-economic status of a student can be a factor that impacts his/her emotional state which affects their emotional state and motivation to learn. Meanwhile, lower socioeconomic status students tend to be depressed and concerned about their financial problems. In effect, they lose motivation to study and are more likely to drop out of school to find a job that will supply their family a basic need in everyday life.

Parental Involvement and Academic Performance

Al-Matalka (2014) stated that parents are the most influential relationship in the lives of the children. Whatever mindset, character, and beliefs of the child starts in the household in which the parents play a huge role and by making sure they are providing them with that care. They have the power, ability to shape, sustain and develop their children who will be interested, creative and tolerant through their positive involvement in the learning process and educational activities. On the other hand, parents who do not involve themselves in their children's educational process are also considered to be capable of repressing and destroying the motivation and the ability of their children through neglect and indifference to their achievements.

Vazquez (2021) stated that Parental Involvement is seen as beneficial for children. But at the same time, a family's socioeconomic status serves a vital aspect for learning. With regards to parental involvement in school activities and children's learning and cognitive growth, the two share a positive influence with each other. Supporting this, Dearing, Kreider, Simpkins & Weiss (2006) found that when families who were not very involved in their children's school but eventually became more involved in the school, their children's literacy improved. With regards to parental academic involvement as a mediator toward children's achievement, Zhang, Jiang, Ming, Ren, Wang, & Huang (2020) showed that Family Socio-Economic Status was positively related to parental academic achievement which leads to positive associations with



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children's math achievement. Based on past studies, Hill et al. (2004); Hill & Taylor (2004) parental academic involvement refers to parental participation in their children's school and parental engagement in working with their children to benefit their children's educational outcomes.

In terms of the relationship between perceived parental involvement and students' academic achievement with students' academic beliefs as a mediating variable, Chen and Ho (2012) found that students' academic beliefs have a significant mediational effect between perceived parental involvement and academic achievement for the reciprocal filial piety but not for the authoritarian filial piety. In the study, the student's academic beliefs refer to their effort, academic self-concept, and perceived control. Reciprocal filial piety is characterized by reciprocity and natural intimate affection towards their parents. While authoritarian filial piety is characterized by strictly following hierarchical authority and the suppression of self-autonomy. In addition, Pinguart and Ebeling (2019) stated that parental expectations toward child's achievement with one of the mediators being the academic self-concept of the students showed that the conveyance of positive parental achievement-related expectations with the promotion of a positive academic self-concept of families with older children appears to be more promising than parental attempts to directly influence the achievement of their children such as validating their homework. Without considering the level of income, ethnicity or background, students with involved parents tend to earn higher grades and test results, have better mindset, behavior and attendance, and graduate and go on to pursue additional education. Parents affect the motivation and will of a child towards targeting success, and parents can serve as a catalyst of change with how the child performs at school, because they can lead them to develop not just academically but also to a better version of themselves. Moreover, parental support influences a child's academic success since they want their children to succeed in life.

In terms of the relationship between parental involvement and children's school performance, Blair (2014) showed that having direct support from American parents, such as helping with schoolwork and attending events together, results in positive benefits for their children's grades but not so in Filipino children. Moreover, the author also stated that indirect parental involvement such as volunteering at their children's schools had a substantial benefit on the school grades of both Filipino and American children. Boonk, Gijsselaers, Ritzen, and Brand-Gruwel (2018) retrieved past studies that indicated a positive association between parental involvement and academic achievement based on age-related categories such as early childhood, elementary school children, and middle, high school, and beyond. The first and second categories were backed by 22 studies. While the third category was backed by 31 studies. Meanwhile, Lara, Saracostti (2019) found that from the three profiles of parental involvement, which are classified as high, medium, and low, the high and medium-involved parents had children with higher academic achievement than low-involved parents. Moreover, Al-Matalka (2014) stated that parental involvement has a positive impact on student achievement at all socioeconomic levels. Qasim, Saleem, Hafeez (2021) pointed out that



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parental involvement is crucial for their children's online learning and academic achievements. The authors also cited a past study that supports this claim. According to Epstien (2005), due to parental involvement children in elementary school improve their academic, language, and social skills. While students in middle and high school have higher academic performance and ambitions for the future and they spend more time completing homework. Naite (2021) showed that highly involved parents in their children's education had better academic performance and higher test scores in all the subjects compared to students whose parents were not involved in their education

In terms of the determinants of parental involvement, Gubbins and Otero (2020) showed that parents' educational expectations and perceived self-efficacy determine the level of involvement of their children at home and school. On the other hand, Gan and Bilige (2019) found that there is a constant significant difference in the academic performance of the students in the four types of home-based parental involvement. The four types are classified as supportive, basic, strict, and disengaged about parent-children's relationships.

Xu, Xu, Liu, and Deng (2020) showed that there is a decreased perceived level of parental involvement and mastery goal orientation among Chinese high school students. On the other hand, their performance-approach goal orientation and their stability of performance-avoidance goal orientation increased. In this study, parental involvement pertains to helping with their children's homework, supervising their learning, presence at parent-teacher meetings, and communicating with teachers. Mastery goal orientation pertains to the improvement of ability. Performance-approach orientation pertains to the demonstration of ability. And Performance-avoidance goal orientation pertains to the prevention of failure and hearing negative perceptions from others. With regards to the relationship between family emotional support and academic outcomes, Roksa, Kinsley (2019) found that family emotional support has a direct relation to positive academic outcomes since it promotes mental well-being and leads to greater student engagement. The academic outcomes refer to the grades, credit accumulation, and persistence of the students. Hampden-Thompson and Galindo (2017) showed that a combination of strong school-family relationships and high levels of school satisfaction, which acts as a mediator, contributes to young people's academic success.

Day and Dotterer (2018) found that a combination of greater academic socialization and school-based involvement was beneficial for all adolescents' grade point average. On the other hand, the combination of home-based involvement with academic socialization and school-based involvement produced mixed results. Academic socialization refers to how parents communicate about the value of education towards the adolescents' future education and career plans. Wang and Hofkens (2014) showed that each aspect of parental involvement contributes differently but significantly to adolescent outcomes. In addition, parental warmth moderated the relationship between providing structure at home and adolescent grade point average and



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problem behavior. In this study, parental involvement is categorized into two aspects which are school-based involvement and home-based involvement. The former is done by communication with schools, joining initiatives at school, and being active in school governance. While the latter is done by engaging in educational exercises at home, improving learning at home, assisting with homework, and establishing rules at home to support schoolwork.

Furthermore, a student's personal background could influence academic performance. Sothan (2019) concluded that the personal backgrounds played the potential role in predicting academic performance of students such as the family size, family income, English ability. Which indicates that a parent's educational background may determine the socioeconomic status which would eventually affect the child's academic performance. In the event that the parents lack proper education, Esther (2018) stated the parents should send their children to extra lessons after school hours or days to help compensate for the lack of proper education by the parents. But this is with the assumption the household belongs to a higher income level since education outside from regular schooling would entail extra expense. Which leaves lower income earning households at a disadvantage since they cannot afford extra expenses aside from regular schooling. With these two assumptions, it is seen that Socioeconomic does influence academic performance by having an advantage in purchasing more educational hours for the child.

Additionally, Azido and Dzagbede (2016) found that family income of the students could affect their learning process, motivation, and academic performance in the long run. Which implies that a families' financial status drastically improves a students' motivation and learning process, which eventually means better academic performance. However, in the study conducted, some respondents argued otherwise, that family income status is not an essential predictor of better academic performance. Which stated that there are other factors other than family income that may affect academic performance, such as type of school and parental involvement in a students' life. Ferguson (2007) and Islam (2017) both showed positive correlation between SES and academic performance. Income or Socioeconomic Status has important effects on educational attainment in elementary school through high school. Ferguson (2007) stated further that schools alone are not the equalizer, and the socioeconomic slopes still exist despite educational attainment. Islam (2017) highlighted that gender has no significant difference between male and female students in their Academic Achievement but rather that differences are present among different Socioeconomic groups in their Academic Achievement.

On the other hand, Ghaemi (2014) conducted a study which showed negative relationships between socio-economic status and academic achievement. Stated in the study, despite the Socioeconomic Status of the student, academic achievement tends to decline when they are part of a higher Social Class, conversely when they belong to a lower Socioeconomic status class



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academic achievement is greater. This may be caused by the different approach of motivation by the student. By being part of the middle or high Socioeconomic Status, students have more welfare as supposed to low Socioeconomic Student, so they may not have many motives or purposes to spend time and effort for learning, which resulted to a lower GPA than the low Socioeconomic Status students who pursue to have a better life, which resulted to have stronger motivations to learn and get higher GPAs. Accompanied with a family's Socioeconomic Status, are the possible types of school they may enroll their children. Some of which are co-educational schools or all girls/boys' schools. Mburu (2013) stated the type of school attended affected students' academic performance as majority of the girls who qualified to join tertiary institution were from single-sex schools.

On the other hand, Okon and Archibong (2015) focus on the performance of students from public and private schools. The study revealed that students in private secondary schools performed better in Social Studies than those in public schools. Conclusions were drawn as to which private schools have more accessible resources that helped students have the edge in that subject. Furthermore, Hossain & Tofail (2021) stated that on academic performance, the number of years schooling could also be factored in the academic performance. The younger a child starts learning, resulting in much higher reading, spelling, and math scores. Most people who belong in the Middle/High Seriocomic class would afford to put a child in a private school and start education at a younger age.

3. Research Method

Study Design

A descriptive design is conducted with the aim to describe the effects of Socioeconomic Status and Parental Involvement on Student Academic Achievement and to determine the relationship among the said variables. Using a descriptive research design, the general overview of households' Socioeconomic Status, Parental Involvement, and Student Academic Achievement are obtained by collecting information from various college students without manipulating or changing the environment. Gobena (2013) utilizes a descriptive research design which is mainly on observations with other related studies and surveys. In the process of data collection to completely describe the study, the information is gathered in a quantitative manner that is concerned with determining the different relationships of the variables within the study. Since the present study uses primary data collection, the period covered when the survey is administered is during the Covid-19 pandemic from October to November 2022 under alert level 1 restrictions.

Subjects



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In this study, the respondents will be male and female college students at the University of Santo Tomas. In the studies of Yee et al. (2021), Islam, M., Khan, Z. N. (2017), Mburu, D. (2013), Bora, A., & Ahmed, S. (2017), and Solanke, S. and Narayanaswamy, M. (2015), part of their respondents is in a private university or in a private high school. Stratified random sampling technique is utilized because it can reflect the whole population which also minimizes the biases of the study.

The inclusion criteria will explain the different requirements a respondent must meet to participate in this study. Depending on the study's aims and procedures, this must include a participant: College level or being undergraduate at any course, Parent's monthly income, Involvement of parents or support that students are receiving from their parents academically and from their school activities.

The exclusion criteria consist of qualities about a person or the external factors around them that would go against the goal of this study or interfere with it. Regarding this study, these are the following: Parent's Educational Background, Any students who are at the college level but not enrolled, Student's Favorite and Least Favorite Subject

Instrumentation/Data Measures

A descriptive survey design is used to assess the influence of Socioeconomic status and parental involvement on the academic performance of the students. The study had used survey questionnaires online for data collection. It consists of close-ended questions which were related to the respondent's socioeconomic status, demographic data, academic performance, and parental involvement in a student's academic life. The target population consists of 42,000 undergraduate students in a comprehensive university. Stratified random sampling was employed in distributing the survey questionnaire. The questionnaire was distributed to the 17 colleges in the comprehensive university. Out of the 17 colleges, 14 colleges participated in the study. The study used questionnaires that contain 2 sets of questions. The first set of questionnaires consisted of questions on specific demographics of the respondents which are about family income, and general weighted average. The second set of questionnaires include questions about parental involvement at home that may affect the academic performance of the respondents. The study adapted a questionnaire from Dohner- Chavez (2006) where the respondents are given 16 statements about parental involvement. A 4- point Likert scale will be given ranging from 1 (strongly disagree), 2 (disagree), 3 (agree), and 4 (strongly agree). The scores would be averaged to be able to get the numerical value for parental involvement.

Data Collection Procedure

Survey questionnaires through google forms were utilized and sent to different social media



platforms on potential respondents. All respondents had been informed that the research conducted was for scientific means only and all information provided remained strictly confidential. The questionnaire consists of questions regarding the monthly income and recent semestral average available while a Likert Scale response option on the influence of parental involvement. The research explained the importance of the study and the significance of the respondents giving genuine and honest contributions to the study. The study utilized Raosoft calculator to determine the sample size of the survey. The Raosoft calculator is software that determines the sample size of surveys. The said online software is reliable and is commonly recommended by academic institutions. The inputs are as follows: the margin of error is 5%, the confidence level is 95%, and the response distribution is 50%. These values were selected because the study followed the standard level regarding the mentioned inputs. The study retrieved the number of the population from the official website of the Comprehensive University which estimates 42,000 students, wherein a sample size of at least 381 respondents was generated.

$$x = Z(c/100)2r(100-r)$$

$$n = N x / ((N-1)E^2 + x)$$

$$E = \text{Sqrt}[(N - n)x/n(N-1)]$$

Ethical Considerations

The background, purpose, benefits, and confidentiality level of the study were explained first to all respondents, as seen in the first part of the questionnaire. In addition, the respondents had the right to refuse and disregard the survey if they desire not to participate in the study due to numerous reasons. All respondents were informed that their responses were viewed and used strictly for educational purposes of the study. This study ensured that all data gathered from the respondents was secured and treated with the utmost confidentiality. Any form of harm, threats, and violations towards the respondents and their privacy were prohibited and avoided. All respondents were expected to answer the survey honestly and diligently. Their responses were objectively used as primary data and statistically computed to come up with appropriate discussions and results. Any type of misleading information, manipulation, and biased representation of data had been avoided.

Data Analysis/Mode of Analysis



All data gathered from respondents was interpreted through regression analysis. Multiple Regression Analysis was utilized to determine if Socioeconomic Status and Parental Involvement have a significant effect on Student Academic Achievement. This data analysis method is derived from the study conducted by Bora and Ahmed (2018). In addition, the variables and formula generated in the study are Socioeconomic Status and Parental Involvement which are the independent variables. Meanwhile, the dependent variable is Student Academic Accomplishments, while the econometric model:

$$SAA = \beta_0 + \beta_1SES + \beta_2PI + e$$

where β_0 is the Intercept for the regression model, β_1 is the Unknown Parameters, SAA pertains to Student Academic Achievement, SES pertains to Socio-Economic Status, PI pertains to Parental Involvement, and ϵ is the Error terms of the Regression Model. The regression model will help in deriving the p-value which will help identify the relationship among the variables. Further, descriptive statistics will be utilized in presenting the other data like gender and age gathered from the questionnaire.

4. Results and Discussion

Table 1			
Descriptive Statistics			
<i>Demographics</i>		Frequency	Percentage
Gender	Male	192	50.13%
	Female	191	49.87%
	Total	383	100%
Age	18-20 years old	165	43.08%
	21-23 years old	209	54.57%
	24 and above years old	9	2.35%
	Total	383	100%
<i>General Weighted Average</i>		Average	
Gender	Male	90.41	
	Female	92.08	
	Both	91.25	



<i>Monthly Household Income</i>	
Mean	79,646.21
Standard Error	3,884.58
Median	70,000.00
Mode	100,000.00
Standard Deviation	76,022.68
Minimum	10,000.00
Maximum	1,000,000.00
Count	383.00

Table 1 shows the descriptive statistics for demographics, general weighted average and monthly household income of the respondents. It presents the gender and age of the respondents who answered the survey. Out of 383 respondents, 192 are male, representing 50.13%. While 191 are female, which corresponds to 49.87%. In terms of age groups, out of 383 respondents, 165 of them are 19-20 years old, which corresponds to 43.08%. 209 are 21-23 years old, which corresponds to 54.57%. While 9 of the respondents are 24 and above years old, corresponding to 2.35%.

The average grade of the 192 male respondents out of 100% is 90.41%. While the average grade of the 191 female respondents out of 100% is 92.08%. Meanwhile, the average grade of both male and female respondents out of 100% is 91.25%.

The average monthly household income is PHP 79,646.21. The median or the middle value of the income is PHP 70,000. The mode or the most recurring income that the respondents answered is PHP 100,000. The standard deviation or the distance away from the mean is PHP 76,022.68. The standard error or the deviation of the sample mean to the actual mean is PHP 3,884.58. The minimum monthly income is PHP 10,000. While the maximum monthly income is PHP 1,000,000. And the count describes the number of observations, which is 383 respondents.



Table 2			
<i>Parental Involvement</i>	N	Mean	Verball Interpretation
1. My parents encouraged me to get good grades.	383	3.60	Agree
2. My parents helped me develop good study habits.	383	3.09	Agree
3. My parents were strict when it came to school.	383	2.75	Disagree
4. My parents checked to see if I had homework.	383	2.44	Disagree
5. My parents attended parent-teacher conferences.	383	2.91	Disagree
6. My parents punished me (e.g., took away my TV privileges) if I received bad grades.	383	3.01	Agree
7. My parents attended events like "Back to School" nights.	383	2.33	Disagree
8. My parent(s) volunteered in my class.	383	2.22	Disagree
9. My parents did not notice when I received good grades.	383	3.04	Agree
10. My parents demonstrated support for my extracurricular activities.	383	3.26	Agree
11. My parents volunteered to help with my extracurricular activities (e.g., coach baseball team).	383	2.90	Disagree
12. My parents seemed to be proud of me when I received good grades in school.	383	3.59	Agree
13. My parents seemed disappointed when I received bad grades.	383	2.34	Disagree
14. I believe my parents' encouragement helped me stay focused on my education.	383	3.38	Agree
15. My parents think education is the only way to get ahead.	383	3.16	Agree
16. I knew that if I ever needed help with school, my parents were there for me.	383	3.43	Agree

Table 2 shows the level of Parental Involvement of the respondents. The far-left section of the table shows the 16 sets of questions that ask the respondents about the level of parental involvement towards their studies and their level of support towards their extracurricular activities. The N is the total number of observations, which is 383 respondents. In terms of the



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mean value, the researchers averaged the responses of the total respondents per question and arrived at the values shown in table 2. The far-right section shows the verbal interpretation based on the value of the mean.

In question 1, the average response is at 3.60, which corresponds to Agree. This means that the respondents agreed that their parents encouraged them to get good grades. In question 2, the average response is at 3.09, which corresponds to Agree. This means that the respondents agreed that their parents helped them to develop good study habits. In question 3, the average response is at 2.75, which corresponds to Disagree. This means that the respondents disagreed that their parents were strict towards their studies. In question 4, the average response from the total respondents is 2.44, which corresponds to Disagree. This means the respondents disagreed on whether their parents checked to see if they had homework. In question 5, the average response is 2.91, which corresponds to Disagree. This means that the respondents disagree that their parents attend parent-teacher conferences. In question 6, the average response is 3.01, which corresponds to Agree. This means the respondents agreed that their parents punished them (taking away TV privileges) if they received bad grades. In question 7, the average response is 2.33, which corresponds to Disagree. This means that the respondents disagreed that their parents attend “back to school” nights. In question 8, the average response is 2.22, which corresponds to Disagree. This means that the respondents disagreed about their parents volunteering in their class. In question 9, the average response is 3.04, which corresponds to Agree. This means that the respondents agreed that their parents did not notice when they received good grades. In question 10, the average response is 3.26, which corresponds to Agree. This means that the respondents agreed about the support of their parents towards their extracurricular activities. In question 11, the average response is 2.90, which corresponds to Disagree. This means that the respondents disagreed when their parents offered help in their extracurricular activities. In question 12, the average response is 3.59, which corresponds to Agree. This means that the respondents agreed that their parents were proud when they received good grades in school. In question 13, the average response is 2.34, which corresponds to Disagree. This means the respondents disagreed that their parents were disappointed when they received bad grades. In question 14, the average response is 3.38, which corresponds to Agree. This means that the respondents agreed regarding their belief that their parents' encouragement helps them to stay focused on their studies. In question 15, the average response is 3.16, which corresponds to Agree. This means that the respondents agreed that their parents think education is the only way to get ahead. In question 16, the average response is 3.43, which corresponds to Agree. This means the respondents agreed that their parents are there for them should they need help in school.



Table 3

OLS, using observations 1-383
Dependent variable: StudentAcademicPerformance

	<i>Coefficient</i>	<i>Std. Error</i>	<i>t-ratio</i>	<i>p-value</i>	
const	86.3361	1.74297	49.53	<0.0001	***
Monthly Household Income	5.12191e-07	3.20279e-06	0.1599	0.8730	
Parental Involvement	1.64422	0.576725	2.851	0.0046	***
R-squared	0.020980	Adjusted R-squared		0.015827	
F(2, 380)	4.071661	P-value(F)		0.017798	

White's test for heteroskedasticity -
Null hypothesis: heteroskedasticity not present
Test statistic: LM = 4.01191
with p-value = P(Chi-square(5) > 4.01191) = 0.547703

Breusch-Pagan test for heteroskedasticity -
Null hypothesis: heteroskedasticity not present
Test statistic: LM = 2.29926
with p-value = P(Chi-square(2) > 2.29926) = 0.316754

Test for normality of residual -
Null hypothesis: error is normally distributed
Test statistic: Chi-square(2) = 46.4645
with p-value = 8.13492e-011

Table 3 shows that Parental Involvement has a significant relationship with Student Academic Performance. While Monthly Household Income has no significant relationship to Student Academic Performance. The model has a R-squared of 0.02 which indicates that there are more factors that influence Student Academic Achievement. The data also shows no presence of



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heteroskedasticity. Normality of residual has a p-value less than alpha which indicates the data is not normally distributed due the large number of respondents that participated in the study,

Table 3 revealed that there was an insignificant correlation between socioeconomic status and student academic performance. Most of the students still achieved high grades regardless of their income. To support this, Ghaemi (2014) conducted a study which showed negative relationships between socio-economic status and academic achievement. It stated in the study, despite the Socioeconomic Status of the student, academic achievement tends to decline when they are part of a higher Social Class, conversely when they belong to a lower Social Class academic achievement is greater. This may be caused by the different approach of motivation by the student. By being part of the middle or high Socioeconomic Status, students have more welfare as supposed to low Socioeconomic Student, so they may not have many motives or purposes to spend time and effort for learning, which resulted to a lower GPA than the low Socioeconomic Status students who pursue to have a better life. Similarly, Browman (2017) shows that Socioeconomic status is not a factor in academic achievement. Students find this as a factor for them to strive for more success academically. Students see their low socioeconomic status as a motivation to even be more successful to be able to achieve more welfare in the future. Furthermore, A study conducted by Rodriguez-Hernandez (2020) where socioeconomic status is measured by education, occupation, income, and household resources. Results of the study suggest that a relationship between socioeconomic status and academic achievement exists, but only a weak relationship. The major factors that influence academic achievement are firsthand experiences in school, but all these are based in the higher education setting. Contrary to that, many researchers found out that socioeconomic status and student academic performance has significant positive correlation. According to Solanke and Narayanaswamy (2015) socioeconomic status influences attitudes, interest, and motivation of students for their studies because they would be able to access easier information and knowledge through books, tutors, and academic gadgets. Moreover, Okioga (2013) revealed that the student social economic background influenced student academic performance since education plays a major role in skill sets for acquiring jobs, as well as specific qualities that stratify people with higher and lower socioeconomic status. Lastly, Destin, Hanselman, Buontempo, Tipton (2019) stated that higher socioeconomic status influences students' perspectives on themselves and the people around them which increases their chances of academic persistence and success. However, with this study, there was an insignificant relationship between the two variables which are socioeconomic status and student academic performance. The results showed that students still achieved high grades no matter what their family income is, and what socio-economic status they are in.



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With regards to parental involvement, results revealed that there was a significant correlation between parental involvement and student academic performance. Most of the students agreed that their parents' involvement helps them excel academically and help them with their extracurricular activities. To support the results of the study, according to Naite (2021) highly involved performance of the parents in their children's education had better academic test scores in all subjects. Furthermore, with regards to parental involvement in school activities and children's learning and cognitive growth, the two share a positive influence with each other according to Vasquez (2021). Supporting this, Dearing, Kreider, Simpkins & Weiss (2006) found that when families who were not very involved in their children's school but eventually became more involved in the school, their children's literacy improved. Lastly, Al Mataka (2014) stated that the more time and care parents give their children, naturally the more successful the student.

5. Conclusion

The paper examined whether Socioeconomic status and Parental Involvement significantly affects student Academic Performance. The research utilized primary data by distributing the research instrument to male and female undergraduate college students in a Comprehensive University. The research instrument contains: (1) estimated monthly income of the student's household, (2) sixteen questions pertaining to parental involvement, and (3) the latest estimated general weighted average of the student. The study used a stratified random sampling as a sampling method in which 14 out of 17 colleges had participated in. The number of respondents was determined using the Raosoft calculator. The said online software determines the sample size of the survey. The study utilized multiple regression analysis in the treatment of the data, and results show that Socioeconomic status has no significant relationship to Student Academic Performance. Income alone does not dictate the grade of the student and other factors may still affect a student's performance. On the other hand, Parental Involvement has a significant relationship with Student Academic Performance. The student's agreed that the support of parents has an impact on academic performance.

The research questions previously raised are (1) Does Socioeconomic Status adequately reflect Students Academic Achievement? (2) Does Parental Involvement adequately reflect Students Academic Achievement? (3) Based on the result/analysis, is there a significant relationship among the Socioeconomic Status and Parental Involvement to Student Academic Achievement? Regarding question one, Socioeconomic Status does not adequately reflect Student Academic Achievement since most students still attained high grades regardless of their income. Regarding question two, Parental Involvement does adequately reflect Student Academic Performance since most of the students agreed that the involvement of their parents helped them excel academically and succeed in their extracurricular activities. Regarding question three, based on the findings using Ordinary Least Squares (OLS), Socioeconomic Status is insignificant to Student Academic Achievement due to no existing asterisks in the OLS output. Conversely, Parental Involvement is



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significant to Student Academic Achievement due to the three asterisks present in the OLS output.

The purpose of this study was to examine whether Socioeconomic status and parental involvement affects the academic performance of the students in a comprehensive university in Manila. Given the results of the study, government and educational institutions should also give focus on the parents and/or guardians of the students. In the case of the study students have a tendency to perform well when their parents are involved in their education rather than their household solely having higher income. Both educators and policymakers can benefit from the study on the impact of family socioeconomic issues on students' academic achievement in order to advise the government on the necessary steps to improve academic performance. It might also help the parent realize how important their contributions are to their kids' academic success. Furthermore, it can benefit and motivate other students to pursue the course that they want and persevere because socioeconomic status is not a hindrance to be successful academically. Lastly, this study may help future researchers in identifying priority areas in which to carry more research about what is affecting the students' academic performance.

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